|  |  |  |  |
| --- | --- | --- | --- |
| This level is much harder to draft using the textbook. The topics in the textbook are harder to group and some are somewhat repetitive from level 1. This level is also dependent on decisions made for level 1. You do not want to have themes in level 1 and level 2 that are too similar because it is challenging to redo the topic at a higher proficiency level without being too repetitive. For example if healthy lifestyle is taught in level 1, you might want to skip health as a topic in level 2, holding it for level 3 when it can be done at a higher proficiency level. The first unit of the year should also be one that allows you to review some of level 1 in a new context and in a context that allows you to get to know the students especially if they are likely to have a different teacher for level 2. The first unit of the year should function as a review unit, one that allows the teacher to get to know the students especially if the teacher is different from level 1 | | | |
| **Thematic Unit** | **Content** | **Probable Structures** | **Summative Performance Assessment** |
| Health and Well-being | 1 – Me duele (very limited content from lesson 1)  6 – activities, exercise, frequency, be sure to move up from level 1 expectations  **Add**   * impact of technology * social media * multi-tasking * life expectancy around the world * what you used to do as a child | present tense  adverbs of frequency  comparative  superlative  imperfect |  |
| Storytelling | **Combine**   * Legends/fables * Childhood memories-favorite toys, activities, sports * Current events – what happened, is happening, even going to happen * Muralists/Art – tell the story of the painting | preterite  imperfect  pattern language “If I could be (5) again, I would….. |  |
| Urban Life / City Life | 5 – city structure, buildings, places to go, things to do,  analyze a Spanish-speaking major city  2 – less on parts of car and more on public transportation, need for car  **Add**   * advantages / disadvantages of urban, suburban, rural * sister cities to LA and comparisions, which ones to visit and why | comparative  superlative  preterite/imperfect to narrate past trips to cities | **Presentational** – Individually or in small groups, students research Spanish-speaking cities creating 3-day adventures. They share their adventures in a multi-media format allowing students to watch a minimum of 5 before expressing their preferences for and against visiting the individual cities. |
| Housing and Shelter | 3 – rooms, but more than that, typical housing around the world  3 – chores, but perhaps more emphasis on chores around the world  **Add**   * historical housing – castles, caves, perhaps Mayan, etc. * discuss house vs. home * basic right of child to shelter | time frames – describe housing of today, housing in the past (Mayan), housing of the future |  |
| Environment | 4 – pick an aspect and focus the unit, upper levels can take a different focus  9 – natural disasters might be part of this depending of focus of unit  **Consider**   * carbon footprint * reduce-recycle-reuse |  |  |
| Work/Life Balance | 3, 5 – responsibility – chores, have to /want to  8 – balance – entertainment aspects, what you do for fun |  |  |

**General Thoughts**

A medical chapter does not seem to be a very engaging way to start the year, nor do I think of this a critical at this level.

A career chapter is a good idea, but perhaps it should be placed in level 3. Some of your students are just beginning high school and are young to really consider careers in a meaningful way.

Storytelling is an effort to create a unit around the past tense and to introduce it in a context that is broader than what is offered in lesson 1.

There are topics that are traditional, but no longer truly needed. Banking is an ATM card today. Post office is email, Facebook and Instagram for today’s teens.

**Grammar**

The 3 time frames – past, present and future should be the focus of level 2. The units should keep coming back to it, but instead they keep adding new structures and many that are not critical at this stage of language development.

Grammar points are listed if they are needed to handle the communicative function of the unit. I can’t really add level 2 grammar since I am not as comfortable determining what is needed to say certain things.